

ATTACHMENT III

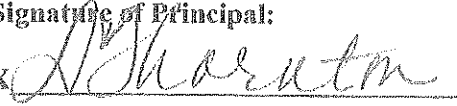
Pershing High School

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code John J. Pershing High School/E568	District Name and Code Detroit Public Schools/#82010
Model for change to be implemented: Transformation	

School Mailing Address: 18875 Ryan Road Detroit, MI 48234	
Contact for the School Improvement Grant:	
Name: Donna Thornton	
Position: Principal	
Contact's Mailing Address: 18875 Ryan Road, Detroit, MI 48234	
Telephone: 313-866-7700	
Fax: 313-866-3296	
Email address: donna.thornton@detroitk12.org	
Principal (Printed Name): Donna Thornton	Telephone: 313-866-7700
Signature of Principal: X 	Date: November 15, 2010
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Pershing High School is comprised of a number of sub-groups which all perform well below state proficiency standards. The below charts indicate students' academic progress by sub groups as measured on the MEAP/MME/Mi-Access.

Data analysis indicates:

Scores are below expectations in all areas and for all subgroups. A great percentage of students performed way below the proficiency level for English Language Arts and Mathematics, which directly affects Adequate Yearly Progress. Of the four core areas: English, Math, Science and Social Studies, students have the highest achievement in the area of Social Studies. There were no identified homeless or migrant students at the time of assessment.

Analysis also indicates that Pacific Islanders out-performed all other ethnic subgroups except in Mathematics and Science. Female students have higher achievements in Reading and total ELA; whereas, male students achieve higher in Math and Science with both subgroups having similar scores in Writing and Social Studies. In Year 1, girls exceed in Social Studies but both genders have competitive scores in Years 2 and 3. Students with Disabilities perform poorly in all areas with their best scores representing Social Studies. Limited English Proficient (LEP) students are components of the Asian and Pacific Island subgroups; on average, LEP students perform slightly lower than both groups as a whole group.

Pershing's school community has an average annual income of \$25,000. Statistics have proven that the majority of students with low Social Economic Status (SES) perform lower than those with a higher SES. These students enroll lacking many of the necessary skills to transition and

keep pace with their educational plans of work. A more rigorous curriculum which focuses on bridging the intermediary grades with secondary education must be implemented. A focus on Block Scheduling, Small Learning Communities and Double Dosing of Math and ELA in grade 9 will provide an academic foundation to raise students to the next levels of achievement. Additionally, at risk students will need parental support with services from counselors, social workers, speech pathologists, psychologists, linguists (or the like) and sometimes nurses.

School Data		
Which intervention was selected?		
Number of minutes in the school year?		
Student Data	Percentage Rate	
Dropout rate:	16	
Student attendance rate:	73	
Advanced Coursework	Number	Percent
Advanced placement:		
International Baccalaureate:		
Early College/College Credit:		
Dual Enrollment:	0	0
Number and percentage enrolled in college from most recent graduating class:		

Student Connection/School Climate	
Number of disciplinary incidents:	
Number of students involved in a disciplinary incident:	
Number of truant students:	
Teacher Data	
Distribution of teachers by performance level on LEA's:	

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 11	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	3.57	3.22	3.22	12.17	20.95	16.32	3.96	5.17	6.0	10.78
American Indian Alaskan Native										
Asian/Pacific Islander	6.25	18.18		18.75	25		5.88	25	6.25	25
Black/African American	2.61	3.5	4.08	16.02	22.22	19.26	3.59	6.29	9.42	11.47
Hispanic										
White										
Students with Disabilities						11.53				
Limited English Proficient (LEP)	5	20			15	18.75	4.76	18.75	5	18.75
Migrant Students										
Male	2.5	5.17	6.52	16.04	17.18	8.0	4.16	7.04	10	3.27
Female	3.19	6.75	1.44	15.62	25.92	22.36	3.37	7.6	7.86	18.75
School Aggregate	2.87	6.06	3.47	15.81	22.06	16.66	3.72	7.36	8.8	12.05
State Aggregate Scores		49.4	50.0	61.99	59.9	65.0	42.0	43.4	51.99	52.1

Sub Group Non-Academic Data Analysis

All Students	# Students			# Students with Absences						# Students with Suspensions					
	07-08	08-09	09-10	07-08		08-09		09-10		2007-08		2008-09		2009-10	
				>10	<10	>10	<10	>10	<10	In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged	1005	959	945	975	28	910	47	823	122						
American Indian Alaskan Native	4	5	2	4		5		2							
Asian/Pacific Islander	60	47	176	60		46	1	123	51						
Black/African American	1389	1227	986	134	45	115	66	892	93						
Hispanic	5	3	7	5		3		7							
White	16	13	29	16		13		19	10						
Students with Disabilities	278	268	279	268	9	256	11	256	23						
Limited English Proficient (LEP)	70	53	60	70		52	1	44	16						
Migrant Students															
Male	737	639	568	716	21	602	37	501	65						
Female	737	656	632	711	24	623	30	542	89						
School Aggregate	1474	1295	1200	142	45	122	67	104	154						

All Students	# of Truancies			# of Exclusions			Unduplicated Counts					
	07-08	08-09	09-10	07-08	08-09	09-10	2007-08		2008-09		2009-10	
							In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged												
American Indian \Alaskan Native												
Asian/Pacific Islander												
Black/African American												
Hispanic												
White												
Students with Disabilities												
Limited English Proficient (LEP)												
Migrant Students												
Male												
Female												
School Aggregate												

All Students	# Students			# of Retention in Grade			# of Dropouts		
	07-08	08-09	09-10	07-08	08-09	09-10	2007-08	2008-09	2009-10
Economically Disadvantaged	1005	959	945						
American Indian \Alaskan Native	4	5	2						
Asian/Pacific Islander	60	47	176						
Black/African American	1389	1227	986						
Hispanic	5	3	7						
White	16	13	29						
Students with Disabilities	278	268	279						
Limited English Proficient (LEP)	70	53	60						
Migrant Students									
Male	737	639	568						
Female	737	656	632						
School Aggregate	1474	1295	1200						

All Students	# Promoted to Next Grade			Mobility					
				Entering			Leaving		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Economically Disadvantaged									
American Indian \Alaskan Native									
Asian/Pacific Islander									
Black/African American									
Hispanic									
White									
Students with Disabilities									
Limited English Proficient (LEP)									
Migrant Students									
Male									
Female									
School Aggregate									

Enrollment and Graduation Data, All Students 2009-10

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in Course/Grade Acceleration	Early HS Graduation	# of Retentions	# of Dropouts	# Promoted to next Grade
09	438						
09	438						
10	275						
10	275						
11	251						

Number of Students Enrolled in Extended Learning Opportunities in 2009-10

Grade	# of Students in Building	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of students in Dual Enrollment	# of Students in CTE/Vocational Classes	# of Students who have approved/reviewed EDP on file
09	438					
09	438					
10	275					
10	275					
11	251					

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input checked="" type="checkbox"/> General Funds <input checked="" type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

The Detroit District has made the commitment to support Pershing High School reform using the Transformation Model. Support for this model began July 1, 2010, with the appointment of a new leadership team. The principal is a key visionary component using data analysis to develop goals and objectives as outlined in this three year plan. Through modeling and communicating high expectations, it is the principal's responsibility to ensure that the staff understands the school's vision and mission statements, clearly defined goals and the requirements for meeting these goals.

The Transformation Model requires an evaluation of the staff which can result in the release and replacement of staff and/or a change in grade level or content area assignments. This model also requires staff to make a strong commitment to:

- Understanding the key elements of this plan and their role in implementation
- Utilizing common planning time to improve instructional outcomes
- Developing a deeper understanding of how to use data to drive instruction
- Actively participating in embedded and after hours professional development
- Participating in extended day (or school year) instructional, academic support and school culture development activities
- Demonstrating the same punctuality, attendance and attention they expect from their students.
- Fully participating in technical and instructional assistance available to support classroom and school-wide instructional improvement efforts

The hiring process will focus on the candidates' commitment to a High Priority School, its vision and mission statements and most importantly the students' needs.

Additionally, there is a need to focus on student attendance. The school administration team is charged with developing a program to assist staff in efforts to establish school-wide high expectations for attendance, achievement, and parent involvement that are implemented in the classroom and supported through consistent messages embedded in all school communications. This includes a commitment from all instructional staff to:

- Monitor attendance every period and take note of regular absences for further action
- Monitor instruction and make adjustments to ensure all students are engaged in learning
- Practice self-reflection focused on improving outcomes for students
- Take an active role in developing and implementing pro-active classroom practices and procedures that reinforce positive high expectations, rather than punitive responses to misbehavior.
- Communicate with parents frequently and collaboratively with the common goal of student success.

A School Leadership Team (SLT) has been established to lead this effort by serving as the primary link between the actions outlined in this plan and the classroom. This team includes the schools administrators and the leaders of the horizontal and vertical teams throughout the school. These Team Leaders will assist the staff with the implementation of the strategies, best practices and reform processes established for implementation of this plan. With the assistance of Pershing's Partner Providers and instructional coaches, the Leadership Team will support the staff throughout the reform process by providing consistent communication (regarding long and short term objectives, school progress and results), as well as through opportunities for professional development, mentoring and shadowing, team-teaching and membership in professional organizations.

Teachers and staff at the school have indicated their support for the proposed plan through meetings and surveys, but have also indicated a need for significantly improved communication

regarding school improvement plans and expectations for implementation. A specific concern heard in many conversations is a need to understand the time commitments expected and needed for this plan to be successful.

2. Explain the school's ability to support systemic change required by the model selected.

The Detroit District, Pershing administration, staff, LSCO Parent Organization and PHS Alumni have each expressed a commitment to supporting the Transformation of Pershing High School. The Redesign Plan presented here for Pershing High School is comprised of research based practices and strategies, and utilizes support and shifts in practice throughout the school organization to promote systemic change in teaching, learning, assessment and academic supports and opportunities focused on significantly improved student success.

In order to sustain the Transformation Model, the District has appointed a new principal and school administrative team (SAT). The principal will provide critical vision and leadership to guide the organizational and instructional efforts described in this proposal. The proposed model requires an on-going assessment process lead by the school's administration with audits from the Michigan Department of Education, which will provide further guidance.

The model also requires an evaluation of the staff that includes demonstration of their commitment to on-going professional development, common planning and collaboration, full inclusion, extended day or year, use of technology and instructional coaching. The hiring process will focus on the school's Vision and Mission, and most importantly, give priority to the needs of students over the interests and preferences of adults.

The decision-making process and ongoing refinement of the school's goals and objectives will be increasingly data-driven. Our intention is to make our school performance data as transparent as possible, while respecting privacy, by including performance data in our communications with the SLT, parents and community groups. Pershing's partner provider, Model Secondary Schools Project, administrative team, and community representatives will meet monthly as a project implementation team to monitor progress toward goals and help develop strategies to achieve the performance targets identified in this proposal.

A monthly Pershing Community Forum has begun gathering input from the community to help with this effort. To date, two meetings have been held, bringing in twenty-five community residents, alumni, parents and organizational representatives. The group has expressed a strong commitment to supporting the efforts to re-establish Pershing High School's role as a center of the community. Community leaders have begun making plans to provide substantial community support focused on mentoring for students, providing academic support, assisting in establishing community service projects for students, and leading efforts to break down the barriers to parent involvement in the school.

The principal, district and SLT have already begun the 2010-11 school year by requiring all staff be interviewed for all positions. Candidates for employment were questioned regarding full inclusion, direct/differentiated instruction, authentic assessment, disciplinary procedures, and attendance/punctuality. A requirement for appointment was verbal commitment to support and participate in implementation of the mission, vision, goals and objectives outlined in this proposal and meeting the requirements of teaching at a High Priority School.

The efforts outlined in this proposal require all instructional and administrative staff at Pershing High School to engage in continuous performance improvement by researching best practices and participating in extensive professional development leading to embedded data collection and data analysis best practices in monitoring and leading implementation of classroom, content area and school wide strategies. A data team, supported by a data specialist, will monitor all state and district testing data and support teachers and administrators in developing a deeper understanding of the root causes driving the results. The administrative team will monitor and evaluate instructional practices and data and support development of innovative instructional strategies and academic support initiatives targeted at reaching identified needs and barriers to student success.

As the school shifts to Small Learning Communities, we expect to see increasing engagement by students in demonstrations of skills and knowledge through a variety of project based activities. We are initiating planning with our community partners to allow students, staff, parents, and the

community to participate in academic fairs, math night, technology fairs, health/awareness seminars, and a community open house. These activities will promote, enhance and facilitate the mission, vision and the attributes of the transformational school characteristics for Pershing High School and its Community.

3. Describe the school's academic achievement in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

MME Performance Three Years

Percent of Sub-group meeting State Proficiency Standards

Grade	Mathematics			Reading			Writing			ELA		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
11	2.87	6.06	3.47	15.81	22.06	16.66	3.72	7.36	2.27	8.80	12.05	0.00

The Social Studies MEAP is given in Grade 9 and state mandated assessments resume in Grade 11 when the MME is administered. The above scores are indicative of the MME and Mi-Access.

Data analysis indicates that students have similar levels of achievement in Year 1 (09 – 08) and in Year 3 (09 – 10). All students are performing below state and district standards indicating there is a need for direct instruction in both English Language Arts and Mathematics. Students' test scores are declining. Subgroup analysis indicated that Students with Disabilities (a population of 445) are not performing and there is a direct need to focus instructional practices in this area.

Contributing causes for the educational gap come from a number of factors which include but are not limited to: poor attendance, illnesses, low self-esteem, low academic skills, inappropriate educational placements, poor parental involvement and home structure, high transient rates, teacher absences and the lack of curriculum alignment and instructional preparation.

In order to increase student achievement and behavioral performance, the needs of the students must be addressed and met. Programs that focus on student achievement, high expectation, positive affirmations, attendance, parent involvement, immediate feedback and gratification etc. are necessary to pique students' interest. Programs must have a rigorous, relevant, academic focus with a Response To Intervention that engages students with a variety of activities and authentic assessments.

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

Pershing has already incorporated a group design scheduling process for the 2010-2011 school year based on the MEAP and MME test scores and other academic needs. Pershing high school currently has three small learning communities - the ninth and tenth grade houses, and Detroit Tech.

The leadership team at Pershing High School has incorporated reform assessment which includes common planning for instructional collaboration, extensive professional developments, total inclusion and training, horizontal/vertical assessments, and data driven instruction.

The use of summative and formative data sources available to the Pershing leadership team, MEAP, MME, quarterly district assessments in reading and math, Accelerated Reading and Math, and authentic assessment will guide the school planning team. The SLT will use the following researched-based best practices: Aligned instruction, classroom assessment, differentiated instruction, periodic assessment, effective instruction, and data driven assessment, in conjunction with daily walk-through.

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

Pershing plans to use regular substitutes or support staff (OAA, SSA, resource teachers, etc.) to work with students during regularly scheduled blocks of time.

Eliminate or reduce teacher administrative assignments or schedule these assignments so that co-teaching teams can be free during the same periods for common planning.

Pershing will also organize regularly scheduled large group activities (lectures, music/art exhibits, etc.) that can be managed by support staff and specialists so that co-teaching teams can work together. Also support staff can be used to extend the lunch period by 15 minutes one or two times per week. This requires the purchase of at least five staff members (substitute teachers) that will operate in conjunction with planning time and absent instructors.

Pershing will also use the Blackboard resources to create a planning website as an additional support to the planning process. Unit outlines, lesson plans, and resources can be shared with the team. A discussion forum will be included.

Pershing will also use a cluster meeting, which includes faculty that teaches a given “cluster” of students at the school vertically and horizontally. First and third week will include the vertical cluster and second and fourth weeks will include horizontal clusters.

The use of advanced scheduling techniques which include scheduled half days, use of Saturday as collaboration/planning days, early dismissal and Wednesdays – designated by DFT contract as for scheduled meetings and Mandatory Professional Development. Early outs (or late starts) will be scheduled weekly or every other week. The use of early outs or late starts will be done by making adjustments to the schedule by increasing instructional time to the other days (Block Scheduling). Instructional time will not be shortened.

Staggered ½ day professional development sessions with different academies within the school schedule, in the AM for two academies and in the PM for the other two academies within the school.

DFT members must all agree as shared partners with the Buy-in Concept, (which must be agreed upon during the interview process) and with all adopted techniques.

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

The possibility that Pershing High School could be closed has energized a substantial group of Pershing's alumni. With their help, the school has begun monthly meetings with community members through a monthly Pershing Community Forum facilitated by our Partner Provider, MSSP. This group currently numbers 25 active participants, and is planning extensive outreach activities to inform the community about plans for the school. Plans are under discussion to more deeply engage parents in community activities at the school. Doorbelling, social networking, distribution of flyers at community meetings, churches and community centers, and planning for additional community meetings are all underway.

The principal will establish a Parent Involvement Action Team (to include parents, teachers and staff) that will jointly develop a Parental Involvement Policy. All parents will be given opportunities to provide input through surveys addressing all aspects of the education process, school culture and barriers to parent involvement. The team will jointly review the results of the survey and modify the Parental Involvement Policy as needed.

The principal will designate a staff member to have responsibility for establishing a school community website on Blackboard, or other service, to provide information and address parental concerns. We will also improve our notification of meetings, parent/teacher conferences and parent resources through information on the school website and more frequent written communications with families. The After School program will also include parent involvement activities and training opportunities.

Creating a Parent Resource center in the school library will establish a parent community center where parents can check out materials.

The School Parental Involvement Policy may include additional information and describe other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parent's capacity for involvement in the school to support their child's academic achievement.

We anticipate renewal of the Communities in Schools contract to provide school based social services for students to address contributing causes to low student achievement and dropping out of school.

Section 3: Proposed Activities

Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

Donna Thornton was appointed as principal of Pershing High School in July 2009. The Model Secondary Schools Project (MSSP) was selected as a school development partner in August 2009. During the 2009-10 school year a Design Team appointed by the principal, with facilitation provided by MSSP, initiated discussions leading to a plan for the future of the school. During the 2009-10 school year, the Design Team at Pershing under the leadership of Vice Principal Hoskins, held monthly discussions facilitated by MSSP leading to a draft plan for the future of the school. Design Team members included school administration, teachers from core content areas, and the presidents of the school's LSCO and alumni association. The discussions resulted in a document mapping shifts in the school's organizational structure, instructional supports and capacity building to implement the plan, with the expected result of significant improvement in student performance.

In brief, the school will utilize a Transformation Model to reorganize into Small Learning Communities utilizing instructional and operational teams focused on improving the quality of service to students and the community. In the coming years, teams will receive support from MSSP and other sources to build coherence about the proposed plan, develop the skills needed for successful implementation, and raise performance expectations school wide. In the coming year the school leadership team will continue to refine and develop additional details of implementation based on active monitoring of progress toward performance targets. The Small Learning Communities (SLCs) to be established will utilize the successful practices demonstrated by Detroit Technology High as their model. Core elements include implementing high expectations, and high personal and academic support in a technology rich learning environment. Students will be expected to develop and demonstrate high-level skills through

applications of contemporary technology skills and tools, within an integrated learning environment developed around each SLC's technology based theme.

Adoption of a new school model:

Pershing High School will open the 2010-11 school year taking the first steps toward implementation of school wide Small Learning Communities with a common focus on applied technology in SLC theme areas. A new Vision and Mission for the school drafted, by the School Design Team in 2009-10, were presented to the faculty for their input in June 2010.

Proposed New Mission for Pershing High School:

Pershing High School is a school of Academic and Athletic Excellence where each student's learning is personalized and technology serves to connect each student to broader learning opportunities. Pershing High School believes that every student is capable and will provide each student with a nurturing and challenging learning environment from which every student graduates ready for college and other advanced avenues of learning, and for the responsibilities of citizenship. To achieve this, each student, staff and community members is a valued collaborator incorporating International Standards and 21st Century skills into the daily learning environment.

Proposed New Vision for Pershing High School:

Pershing High School will achieve its Vision by developing a unique learning environment using as its foundation nurturing, rewarding and caring personalized relationships between the students and staff and making full use of the following beliefs about learning:

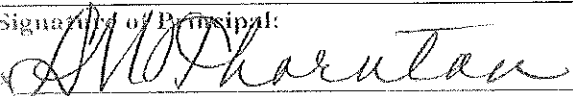
- *In-depth learning occurs when students make cognitive connections between prior knowledge and new information,*
- *The use of quarterly assessments allows us to better understand what students have learned and where they need further assistance in developing understanding,*
- *Learning becomes relevant for students when they connect new knowledge with their own experience and understanding,*

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SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code JOHN J. PERSHING HIGH SCHOOL ~ E568	District Name and Code DETROIT PUBLIC SCHOOLS ~
Model for change to be implemented:	
School Mailing Address: 18875 RYAN ROAD DETROIT, MI 48234	
Contact for the School Improvement Grant: Name: Dwayne Richardson Position: Assistant Principal Contact's Mailing Address: Telephone: 313.866.7700 Fax: 313.866.3296 Email address: dwayne.richardson@detroitk12.org PRINCIPAL'S EMAIL: donna.thornton@detroitk12.org	
Principal (Printed Name): DONNA M. THORNTON, Ed.S	Telephone: 313.318.9682
Signature of Principal: 	Date: THURSDAY, AUGUST 12, 2010
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

- *Hard work and consistency have a valuable pay off,*
- *The relationships students form and build with their peers and the adult staff of the school make a difference,*
- *Technology is a bridge that can lead to significant opportunities for independent learning,*
- *Each student has a number of roles he or she must play to be functional and successful in a global environment:*
 - *S/he must be able to engage in communication and conflict resolution at multiple levels using multiple strategies,*
 - *S/he must feel and live their responsibility to their community*
 - *S/he must feel a connection with and take pride in being part of the Pershing High School community*

A. Key Elements of the Plan:

(A graphic illustration of the draft plan is included at end of this section.)

Establish Small Learning Communities School Wide:

The school will be reorganized into Small Learning Communities serving every student enrolled in the school. In the 2010-11 school year grade level academies will be established to allow organization and scheduling of teachers and students by teams. Design work for school wide themed small learning communities will continue throughout the 2010-11 school year with a proposal for SLC themes anticipated for presentation to staff and district in January 2011. A key element expected to unify all learning communities is the infusion of technology through all instructional activities.

Reorganization Timeline:

2010-11 School Year:

- **Establish Grade Level Academies and continue Detroit Tech as an SLC**
 - 9th Grade Academy
 - 10th grade Academy (year 1 only)
 - 11th grade Horizon (year 1 only)
 - 12th grade Portfolio (year 1 only)
 - Extended Day Academy
 - Detroit Tech
- **Initiate reorganization**
 - Coherence building around four strategies and work of teams
 - Establish technology infrastructure, ground rules, habits
 - Build student and staff capacity for accelerated progress
 - Continue design work with proposal completed by January 2011

2011-12 School Year:

- **Themed Learning Academies**
 - Build coherence about SLC themes and outcomes among teams
 - Establish SLC culture and academic supports
 - Instructional focus on deep integration of technology

2012-13 School Year:

- **Themed Learning Academies (year 2)**
 - Curriculum/course options realigned to optimize for SLC outcomes
 - High functioning teams optimize individualized instruction
 - School culture evident

Pershing Reorganization Strategies – Creating a Team Centered Organization Four Focus Areas:

The school will begin the 2010-11 school year with every staff member assigned to at least one organizational or instructional team using team protocols and guidelines developed by MSSP from research based practices. The model includes four overarching goals that set the focus for the teams:

- **Organizational Effectiveness:** Pershing High School will work in teams to take the steps necessary to establish the school as a high functioning organization characterized by quality of the service we provide to the various constituencies we serve - students, parents, district, community, and our own staff.
 - **Key Strategies:**
 - Align our collective efforts by working as a team to improve instructional outcomes
 - Advisory serves as foundation for improvements in school culture
 - Engage students with rigorous instruction
 - Utilize all the information and tools we have to meet individual learning challenges
- **Support for Academic Performance:** As an institution with an educational mission, the entire staff of High School will continuously strive through team efforts to more deeply engage in professional habits of practice that result in continuous growth in our organizational capacity to improve academic performance.
 - **Key Strategies:**
 - Align our collective efforts by working as a team to improve instructional outcomes
 - Advisory serves as foundation for improvements in school culture
 - Ensure All Students Have Adequate Academic Support
 - Utilize all the information and tools we have to meet individual learning challenges

- High Performance School Culture: Pershing High School will go as far beyond the traditional boundaries of time and place as we need to go to provide adequate academic supports and instructional practices to drive significantly improved student academic performance and life impacting academic and social skills.
 - Key Strategies:
 - Align our collective efforts by working as a team to improve instructional outcomes
 - Advisory serves as foundation for improvements in school culture
 - High Performance Expectations Are the Norm
 - Utilize all the information and tools we have to meet individual learning challenges
- Art & Science of Teaching: As a result of our team efforts, Pershing High School will become a school recognized for the value of its program of study, the attractiveness of its school environment and its ability to prepare students for the future.
 - Key Strategies:
 - Align our collective efforts by working as a team to improve instructional outcomes
 - Advisory serves as foundation for improvements in school culture
 - Engage students with rigorous instruction
 - Utilize all the information and tools we have to meet individual learning challenges

Pershing Reorganization Goals

- Goal #1
 - Organize our school in teams to achieve a state of operational efficiency and effectiveness that provides satisfactory service to all our constituents.
- Goal #2
 - Achieve a school wide level of academic proficiency as evidenced by continuous improvement in academic measures and students' demonstrated readiness for college or career as demonstrated by our academic performance.
- Goal #3
 - Establish a culture among the school staff that highly values improving our understanding and practice of the art and science of teaching as evidenced by continuously improving academic performance on multiple measures, and the

school's reputation in the community as a school with excellent teaching and caring teachers.

- Goal #4
 - Establish a school culture in which adults and students are compelled to strive for high performance in an atmosphere of personal respect for one another as evidenced by academic performance and participation in school activities of all kinds.
- Goal #5
 - Improve school wide practices that impact student achievement so that all our students are performing at proficiency or better in core content areas.

Pershing Reorganization Anticipated Outcomes - Year 1

Year 1 Pershing Organizational Effectiveness Outcomes:

- New identity established and communicated with community wide buy-in
- New leadership and initiatives drive re-organization of school into work teams at all levels
- Teams build coherence about effort and build capacity to work as team
- Technology infrastructure and skill building in core tools initiates program focus on technology
- Detail year 2 & 3 plans for further program development

Year 1 Support for Academic Performance Outcomes

- Focus on closing academic gaps in literacy and numeracy with extended time for those showing need brings across the board improvement in academic performance
- Data everywhere, all the time – facilitated discussions of what data says about us, our kids, our teaching, what we ought to do about it
- Instructional teams have coaches to help focus instructional strategies on addressing needs of individual students based on data

Year 1 Enhancing the Art & Science of Teaching Outcomes

- Focus on recognizing rigor and engagement and planning for it among instructional teams analysis of student work products relative to expected instructional outcomes (coach assisted) (interleaved with instructional strategies above)

- Exploring applications of technology in instructional improvement
- Establish pilots of future instructional options
 - Blended learning
 - Expanded AP offerings
 - Technology projects
 - Student tech team

Year 1 High Performance Culture Outcomes

- Adults and students throughout the school engage in conversations about expectations and outcomes from heightened expectations resulting in improved relationships and performance.
- Roles and expectations for adults throughout the school clarified and supported
- Ninth grade transition brings coherence to start of school year and heightened expectations for incoming students
- Link between technology access and expectations firmly established
- Heightened expectations evident in behavior, performance, attitudes and attendance throughout the school in all roles

Establishing and Supporting the Work of Teams:

Teams will have the primary role in development of the school. Faculty will be assigned to horizontal (learning community) teams based on their primary teaching assignment and vertical (content area) teams with primary responsibility for improving student performance.

Instructional and operational support personnel will be assigned to teams based on job function and/or impact area with a primary role in improving quality of service in all aspects of school operations. A school leadership team will have the role of monitoring and supporting team efforts and making decisions about school goals and additional planning. The school leadership team will include team leaders from the schoolwide teams.

Teams will be supported by coaches from MSSP using the following guidelines for team practice in a Team Centered Organization:

- *Utilizes the talents and skills of its members to achieve common goals*
- *Strives for continuously improving quality of service*
- *Sets its own performance standards aligned with expected outcomes*
- *Meets frequently to establish team standards and resolve challenges*
- *Utilizes data to monitor performance and guide improvement*

The following outlines the general sequence of planned activities for team development. This may be modified as needed to best fit the progress and needs of the team:

- **Build Coherence about School Plans**
 - Establish teams
 - Set objectives aligned with goals
 - Review initial data
 - Establish benchmarks
- **Build Foundational Capacity**
 - Build capacity for team based work
 - Establish team protocols and expectations
 - Identify core instructional needs
 - Analyze instructional core and student work for alignment
- **Reinforce Best Practices**
 - Review first year progress & set team goals
 - Refocus team efforts and support to align with goals
 - Deepen the focus on instructional outcomes
 - Explore new solutions
- **Expand & Extend Capacity Building**
 - Review second year progress & set new team goals
 - Refocus team efforts and support to align with goals
 - Deepen the focus on instructional outcomes
 - Explore new solutions

Research based practice standards for further development of teams: (centerii.org)

- ☐ Incorporate team structures into the school improvement plan and school governance policy.
- ☐ Develop written statements of purpose and by-laws for each team's operation.
- ☐ Provide teams with work plans for the year and specific work products to produce.
- ☐ Insure that all teams prepare agendas for their meetings, maintain minutes, and catalog their work products.
- ☐ Maintain a file of the agendas, work products, and minutes of all teams.
- ☐ Provide adequate time for teams to meet, conduct business, and meet the expectations of district and school policy. A rule of thumb is that Leadership Teams and School Community Councils meet twice each month for an hour each meeting; Instructional Teams meet twice each month for 45 minutes to conduct business and for blocks of time of 4 to 6 hours each month to review student learning data and develop and refine instructional plans.
- ☐ Insure that teams receive timely access to information, including student progress data and summaries of classroom observations.
- ☐ Provide professional development on effective teaming practices.

Establish a School Data Center: The school will establish a data center to support the collection, analysis and utilization of data by all school staff. Plans call for a data center that serves as the nerve center of the school, uncovering trends and improving accessibility and utilization of performance data. Critical data points and progress toward targets will be on display using bulletin boards and other data displays, and incorporated into building communications. A key function of the data center will be supporting integration of performance data into team discussions.

B. Required Activities for School Transformation:

Replacement of the School Principal:

Donna Thornton was appointed as principal of Pershing High School for the 2009-10 school year and is continuing as principal for 2010-11.

Include student data in teacher/leader evaluation:

The following terms for teacher evaluation are copied from the Detroit Federation of Teachers/ Detroit Public Schools agreement dated 12/3/2009:

(Page 10) Teachers shall be evaluated in accordance with the evaluation requirements provided in the Michigan Teachers' Tenure Act. Comprehensive evaluation tools and evaluation process will be jointly developed by the District and the Union. The tool shall be used to evaluate all teachers, both in terms of providing development and growth for all teachers, and for determination of a teacher's effectiveness. Those schools not participating in the Peer Assistance and Review process will participate in a newly developed evaluation process by the beginning of the 2010 – 2011 school year.

Consistent with the goal of this Agreement to dramatically improve student achievement, the teacher evaluation tool shall include, but not be limited to those factors that impact student achievement data and the use of current research-based practices.

The evaluation tool and process shall be jointly developed and implemented for the 2010-2011 school year.

Evaluations designed with teacher/principal involvement:

The following terms for teacher evaluation are copied from the Detroit Federation of Teachers/ Detroit Public Schools agreement dated 12/3/2009:

(Page 10) Teachers shall be evaluated in accordance with the evaluation requirements provided in the Michigan Teachers' Tenure Act. Comprehensive evaluation tools and evaluation process will be jointly developed by the District and the Union. The tool shall be used to evaluate all teachers, both in terms of providing development and growth for all teachers, and for

determination of a teacher's effectiveness. Those schools not participating in the Peer Assistance and Review process will participate in a newly developed evaluation process by the beginning of the 2010 – 2011 school year.

Consistent with the goal of this Agreement to dramatically improve student achievement, the teacher evaluation tool shall include, but not be limited to those factors that impact student achievement data and the use of current research-based practices.

The evaluation tool and process shall be jointly developed and implemented for the 2010-2011 school year.

Remove leaders/staff who have not increased achievement:

The following terms for teacher evaluation are copied from the Detroit Federation of Teachers/ Detroit Public Schools agreement dated 12/3/2009:

(Page 10) Teachers shall be evaluated in accordance with the evaluation requirements provided in the Michigan Teachers' Tenure Act. Comprehensive evaluation tools and evaluation process will be jointly developed by the District and the Union. The tool shall be used to evaluate all teachers, both in terms of providing development and growth for all teachers, and for determination of a teacher's effectiveness. Those schools not participating in the Peer Assistance and Review process will participate in a newly developed evaluation process by the beginning of the 2010 – 2011 school year.

(Page 20) 4. Staffing at Priority Schools shall be on an application basis. Criteria for selection shall be determined by the Selection Committee. Interested DFT members must apply for assignment to a Priority School and be selected via an interview by the Selection Committee. All instructional and instructional support personnel shall be members of the bargaining unit.

(page 21) 8. Upon selection to serve in a Priority School, a member will be required to complete prescribed professional development specifically designed to meet the instructional needs of the Priority Schools and leading to a Certificate of Qualification. During employment at a Priority School, members selected and assigned to a Priority School shall do so with the understanding that their ongoing assignment at the Priority School shall be contingent upon staff meeting evaluative criteria in an annual review process.

(page 22) 10. In the event a teacher decides not to return to the Priority School or the Principal advises a teacher that he/she will not be retained for the following school year, that teacher shall maintain the same rights as any other DFT member and be referred to the Division of Human Resources for placement in a vacancy.

Provide ongoing, job-embedded professional development:

Instructional teams will be supported by content area and team coaches experienced in application of staff development standards. Coaches will play an integral role in building and maintaining school wide coherence in this effort, serving as advisors to team leaders and stepping in to facilitate meetings when needed to maintain alignment of team initiatives with the team and school goals as well as utilizing best practices for embedded professional development. Coaches will meet a minimum of once per week with their teams. Their primary focus, once team protocols are established, will be on improving instructional practices by utilizing assessment data to understand when, where and why students are underperforming, and utilizing Action Research to build student engagement, and plan individual and group intervention strategies when students are not performing as expected. To align and focus their work, teams will devote time to unpacking the skills and knowledge behind the context, content and process standards in their instructional plans. “Unpacking the standards” will be embedded in the sequence of activities for examining instruction facilitated by the instructional coaches.

Professional Development on common adopted instructional protocols and practices will be addressed school wide and in teams:

- Use of common rubric for evaluating student writing
- Writing across the curriculum
- Stop, Drop And Read
- Stop, Drop and Write
- Pyramid Projects (Project Based Learning)

Each team will also have opportunities to request additional support to build their capacity for understanding instructional challenges and implementing solutions. Innovation in developing solutions will be supported and encouraged. The efforts of instructional coaches will be facilitated by MSSP to provide cross-fertilization of ideas and initiatives. A school wide professional development plan will be completed by October 1, 2010 with input from teams on PD needs to support implementation of team initiatives. One anticipated outcome of these efforts is the continuous growth of a staff development plan that exists as a living document with embedded evaluation and refinement.

Implement Strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions:

Throughout the coming years, Pershing High School anticipates using School Improvement Grant and other funds to provide career incentives and flexibility for team leaders that will allow these key instructional leaders to develop a broader knowledge base of instructional issues in identified areas of need. Funds will also be utilized to provide additional opportunities for staff through professional development activities, conferences and school based seminars allowing team members to develop expertise in identified solutions.

The school will implement other incentives aligned with the proposed DFT agreement for improving school and student performance.

Institute system for measuring changes in instructional practices resulting from professional development:

The leadership team will utilize a computer based walkthrough instrument linked to a database using the Indicators of Effective School Practice from the Center on Innovation and Improvement, and other sources, to monitor the effectiveness of the organizational and instructional change strategies as they are implemented. Instructional and organizational teams will also utilize similar tools to facilitate peer observations. Indicators of progress will also be maintained, distributed and displayed by the school data center.

Walkthroughs will be utilized frequently enough to provide a continuous flow of performance data to allow the leadership team, and instructional teams, to effectively monitor the impact of their instructional planning, teaching strategies and instructional interventions. The expectation is that every classroom will be observed multiple times each week. Walkthroughs will also extend beyond the classroom to identify areas of success and areas of concern throughout the school (hallways, lunchroom, entry doors) to monitor the impact on overall school culture and climate.

Research based practice standards for measuring changes in instructional practice: (centerii.org)

- ☐ Determine which method for using instructional practice data will be used and provide ongoing professional development (Hall & Hord, 2001; Gersten, Dimino, Jayanthi, Kim, & Santoro, 2009; Watanabe, 2002; Hasbrouck & Denton, 2005).
- ☐ Identify the group or individual teachers who will participate. This is often based on identifying classrooms where student need is the greatest.
- ☐ Allocate time to implement the method.
- ☐ Provide consistent administrative support (Hall & Hord, 2001). Make adjustments that create blocks of time for teachers to collaborate; find appropriate ways to acknowledge teachers who try to improve their practices, ranging from informal appreciation (such as a “thank you”) to more concrete rewards such as stipends or graduate credit.

Ensure the school is not required to accept a teacher without the mutual consent of the teacher & principal regardless of seniority:

All school staff and other interested applicants were interviewed during the week of August 9-14. During the interview process, potential staff members are asked about their commitment to being an active and passionate member of the team to implement this plan with fidelity. (For more detail see Detroit Federation of Teachers proposed agreement on guidance for staffing High Priority Schools.)

Use data to identify and implement an instructional program that is research based and vertically aligned from one grade to the next as well as with State academic standards:

The team based structure of the school and grade level common planning time will establish the opportunity for teams to make best use of performance data to impact instruction. Content area teams will meet twice monthly during the Wednesday two hour block after school with the assistance of content area coaches to review the planned sequence of instruction in content area courses and ensure that classroom instruction aligns with academic standards. The discussion in these teams is expected to enhance and focus the work of grade level teams in planning classroom instruction and identifying gaps that need additional attention, especially learning gaps that cross-content area boundaries. The experience of grade level teams in planning cross content area instructional activities is also expected to inform discussion about how to better sequence presentation of concepts and practice in foundational skills that are impacting student performance in the content areas.

Integration of the Small Learning Community theme into instruction is expected to occur at all grade levels and within all content areas. Teams will receive coaching support in identifying and developing instructional practices that support the exploration and application of cross content instruction throughout the school. This will give teachers the opportunity to explore new instructional resources, with an expected focus on technology based resources, as well as utilizing technology to interact with classrooms and online resources in other schools, colleges, and museums.

The focus on monitoring, analyzing and applying data in the grade level teams coupled with resources, encouragement and coaching in the best use of innovative instructional practices and materials is expected to bring a higher level of engagement opening the door to increased rigor and the broadening of student understanding of interrelated concepts.

Research based practice standards for aligning instruction: (centerii.org)

- ☐ Conduct investigation to align school/teacher enacted curriculum, state standards, and local curricula, including articulation across grade levels and content areas (Bhola, Impara, & Buchendahl, 2003; Blank, Porter, & Smithson, 2001; English, 1980; Glatthorn,

1999; Kurz, Elliot, Wehby, & Smithson, 2009; McGehee & Griffith, 2001; Porter, Smithson, Blank, & Ziedner, 2007).

- ☐ Provide resources (e.g., time, expertise, planning support, professional development) to enable teachers to incorporate changes required to align instruction with standards (Blank, Porter, & Smithson, 2001; English, 1980; Koppang, 2004).
- ☐ Build capacity to monitor and maintain alignment between curriculum standards and classroom instruction, including use of formative data (Blank, Porter, & Smithson, 2001).

Promote continuous use of student data to inform instruction to meet individual needs of students:

At the heart of Pershing High School's school improvement efforts is the formal establishment of teams involving every staff member in utilizing data from a range of sources as the focus for conversations about when, where and how to take steps that will result in improved performance. Each operational and instructional team has a team leader and a set of goals relating to improved quality of service. Collecting and analyzing data combined with reflective review of causes and consideration and implementation of solutions will be the core work of the teams. They will utilize data from benchmark and short cycle assessments, classroom walkthroughs, peer observations, analysis of student work products, surveys of staff, students and community, and the observations of external observers with expertise in core areas. Team leaders will be the primary conduit for bringing cohesion to development and implementation of targeted solutions.

Provide Professional Development to teachers/principals on strategies to support students in least restrictive environment and English Language Learners:

Two areas of particular focus throughout the school will be utilization of student data to reinvigorate instructional practices to ensure the individual learning needs of English Language Learners and Special Education students are met, including high performance expectations and meeting performance standards. This will be a part of the agenda for instructional teams and support teachers will participate in team meetings. School wide professional development will be provided that address inclusion, differentiation, Response to Intervention strategies, and team teaching.

The ninth grade team will receive additional training in use of early warning indicators and will use data intensively to monitor student progress and plan interventions.

Conduct reviews to ensure that curriculum is implemented with fidelity and is impacting student achievement:

The leadership team will have primary responsibility for monitoring the impact of instruction on student achievement and communicating their findings to the grade level and content area teams. The walkthrough practices described previously, active monitoring by the leadership team, and

adding observed concerns to the agenda for team meetings will assist teams in maintaining focus on performance.

Use and integrate technology-based interventions:

Every discussion looking toward instructional expectations for the coming years includes questions about access and potential for technology. These questions grow in importance as we seek ways to integrate Pershing's technology based themes across instruction. In line with planned technology upgrades already installed and planned by the district, Pershing expects to integrate technology use in all courses.

The 9th grade academy will make substantial use of Renaissance Accelerated Math and Accelerated Reader as part of the double period scheduled for all ninth grade students to monitor gaps in student skills and understanding and provide individualized instructional support.

Technology use is to be integrated into all team activities and will include the use of collaboration software, team web sites and appropriate Web 2.0 tools. Pershing High School is taking steps to integrate technology across curricular areas, making applied technology a sub-theme at the school. Building on the successful model used at Detroit Technology High School, use of technology and technology skills will become an element in every course. Detroit Tech will become one of the Small Learning Communities on campus.

Key elements of the school's focus on technology include:

- The skills taught in each class should be transferable to other content areas through the use of higher level thinking skills
- Teaching should include all the senses and be brain-based
- Technology needs to be integrated into learning- the "Net" generation
- Utilize technology to bring experiences to students that they might never have
- Build background knowledge and academic vocabulary
- Take each student where they are and accelerate their learning
- Both learning and teaching should be collaborative to share best practices
- Cross-curriculum teaching/learning—helps with relevance
- See the world through actual real life field trips

Increase Rigor:

Pershing will explore options for offering online and onsite Advanced Placement courses and will expand existing dual enrollment opportunities with area colleges. STEM course and course content is expected to be a core element as Small Learning Community themes are developed.

The school is adding a temporary Academic Dean, funded by the School Improvement Grant, to its staff who will have primary responsibility for ensuring that students have adequate guidance and multiple opportunities to maximize their academic potential. This position is temporary as the role is intended primarily to be capacity building.

9th Grade Academy and Summer Transition:

Fall 2010 will see full implementation of a 9th grade academy, beginning with a summer transition program in August and continuing throughout the year with a focus on accelerating the literacy and numeracy of incoming high school students. Students will have a two period schedule for ELA and Math. The ninth grade team will receive additional training in use of early warning indicators and will use data intensively to monitor student progress and plan interventions.

The ninth grade team is planning an expanded summer transition program for Summer 2011 including reaching to middle schools in spring and joint activities with feeder schools during spring and summer.

Increase graduation rates through credit recovery, smaller learning communities and other strategies:

Pershing High School will be converting to school wide Small Learning Communities in 2011-12 to strengthen the academic and mentoring relationships between adults and students. The school will expand its after school Extended Day Program providing additional credit recovery and academic support options for students at risk of failing or dropping out.

Establish Early Warning Systems to identify students who may be at risk of failure:

The School Data Center will actively monitor the student information system and student performance data using early warning indicators to identify students at risk of failure. The Data Center coordinator is charged with actively pushing out early warning data and providing assistance to instructional teams in identifying possible causes. The school attendance agent will also be notified when attendance and participation indicators are flagged.

Provide increased learning time:

Student learning time will be increased by ensuring students have more opportunities to learn, especially in critical content areas:

- Double periods of ELA and Math for all 9th grade students, one period will focus on grade level core content and the other will be an intensely personalized support period focused on accelerating literacy and numeracy skills.

- 9th grade transition in summer (3 weeks in 2011) to give 9th grade academy teachers additional time with students to prepare for success in high school.
- After-school tutorial support and small group instruction will be available to students throughout the year.
- Twice-monthly content area team meetings with focused on aligning instruction and deepening student engagement.
- Expanded summer school opportunities – tuition free summer school.
- Increased support for after school activities to increase number of students engaged in clubs, robotics, Academic Games, and athletics.
- After school computer lab – provide staff support to keep the computer lab open after school hours to enable students and parents to access software, information and differentiated learning opportunities..
- Saturday Academic Camps and an after school learning program to enhance team building, collaboration and cooperative behavior (staff and students)
- Improve coordination with Supplemental Education Service providers.

Research based practice standards for making best use of instructional time: (centerii.org)

- ☐ Improve time management, increase the proportion of time spent on academic subjects, and adopt alternative academic calendars to maximize the amount of time available for student learning (Aronson, Zimmerman, & Carlos, 1998).
- ☐ Actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992). This applies to independent seatwork in particular, which consumes much of the academic time in classrooms, especially at the higher grade levels (Rock & Thread, 2009).
- ☐ Monitor student performance through formative and summative assessment and use student data to inform instructional decision-making and ensure appropriate levels of instruction (Aronson, Zimmerman, & Carlos, 1998).
- ☐ Differentiate instruction by using various grouping formats, modifying assignments, allowing students to respond in multiple ways, and using other effective instructional strategies such as re-teaching and providing examples.
- ☐ Utilize classroom and behavior management strategies that reduce transition times between activities and disruptions during instructional time (Prater, 1992).

Research based practice standards for extending instructional time: (centerii.org)

- ☐ Implement professional development to aid teachers in using extra school time effectively.

- ☐ Determine how to restructure the school day so that the students who need the most support are given more instructional opportunities.
- ☐ Create a plan for monitoring the progress of the extended learning time initiatives as well as for continuous improvement.

Provide ongoing mechanism for family and community engagement:

Pershing has an active LSCO and alumni association who maintain communication and strong sense of community involvement and ownership of the school. We will create a Parent Involvement Action Team (including parents, teachers and staff) to develop a Parental Involvement Program. Parents, community residents and local organizations will be surveyed to provide input on perceived quality of school services, challenges, academic support needs, and family support needs.

The school will be utilizing an on-line grade book system operated by the district to provide parents/guardians with up to date information on their student's performance allowing monitoring from home or school, and use in parent/teacher conferences. A Parent Resource Center will be established in the school library offering parenting resources and training for parents/guardians in use of the online reports throughout the year. Updates on school performance will be maintained through public displays in the hallways, and included in home and community newsletters. Blackboard Connect will be utilized to maintain contact with parents about individual student performance gaps and accomplishments.

We anticipate renewal of the Communities in Schools contract to provide school based social services for students to address contributing causes to low student achievement and dropping out of school. We are also establishing a partnership with 2nd Ebenezer Baptist Church to provide a weekly M.A.D.E. Men after school program providing students with conflict resolution and life planning support.

Partnering with parents and other organizations to create safe school environments, that meet students social, emotional and health needs:

The school is re-establishing a strong partnership with the community focused on providing increased attention to the social/emotional development of students through the following efforts:

- Pershing High School becomes not just the hub of the community but is also an organizing element and magnet for building community
- Incorporates mentors and tutors from the Alumni group, local churches and the community into the daily life at Pershing High School
- Bridges the gap with those in the neighborhood that are responsible for the health and safety of all students by building positive relationships with them

- Builds true partnerships between students and community groups. where students provide services and vice versa
- Has after school centers for students and parents—mentoring/tutoring, activities; adult education
- Has an active LSCO
- By re-establishing a clinic with a medical institution
- Through partnership with Wayne County Prosecutors Office
 - School Truancy enforcement for partner schools
 - “Anti-Bullying” enforcement for partner schools
 - Monitoring of all expulsion hearings from partner schools
 - Bi-weekly meetings to provide oversight with stakeholders
- Improve our relationships with other community service agencies in the Pershing region.
- The Pershing Alumni Association has offered to “adopt” the 9th grade academy and provide additional support:
 - Adopt grade levels, classes, a core group of students, or establish a one on one system of support to ensure that every student has contact with a mentor, community leader, church group or Alumni member on a daily basis.
 - Support field trips by supplying monetary help, serve as liaison for contacts willing to donate or purchase needed materials and provide transportation.
 - Develop shadow programs/internships with professional alumni, community leaders, and neighborhood churches. These group(s) or individual students will learn the necessities of acquiring employment in diverse careers through job shadow/internships.
 - Offer tutoring during lunch periods, prior to start of school day and/or after school.
 - Help students develop pride in the school. Develop a connection between students and the school’s legacy.
 - Plan monthly career assessment evaluations or interviews with a mentor & mentee to ensure each student is staying on track with career goals. Offer insight into careers available.

Research based practice standards for addressing social/emotional learning: (centerii.org)

- ☐ Develop a cadre of leaders within the school who understand and support SEL and who will function as the school’s SEL leadership team.
- ☐ Provide time and resources for intensive professional development and coaching, including peer coaching, so that SEL is integrated at every grade and across the curriculum.

- ☐ Communicate regularly with families and the school-community about SEL progress and successes.

Provide operational flexibility (staffing, calendars, time, budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates:

The district is establishing an office of high priority schools to support school turnaround efforts. See Detroit Federation of Teachers proposed agreement on guidance for staffing High Priority Schools.

Ensure the school receives ongoing, intensive TA and related support from LEA, SEA or designated external leader, partner or organization:

The district is establishing an office of high priority schools to support school turnaround efforts. The Model Secondary Schools Project (MSSP) has been selected by the school, and contracted by the district, to provide technical Assistance during school transformation.

Allow the school to be run under a new governance arrangement:

The district is establishing an office of high priority schools to support school turnaround efforts.

3.1. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

At the heart of Pershing High School's school improvement efforts is the formal establishment of teams involving every staff member in utilizing data from a range of sources as the focus for conversations about when, where and how to take steps that will result in improved performance. Each operational and instructional team has a team leader and a set of goals relating to improved quality of service. Collecting and analyzing data combined with reflective review of causes and consideration and implementation of solutions will be the core work of the teams. They will utilize data from benchmark and short cycle assessments, classroom walkthroughs, peer observations, analysis of student work products, surveys of staff, students and community, and the observations of external observers with expertise in core areas. Team leaders will be the primary conduit for bringing cohesion to development and implementation of targeted solutions.

3.1.1. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

The school leadership team will be composed of the principal and team leaders charged with utilizing district provided performance monitoring tools and school based assessments and observations to make ongoing refinements and improvements to the school plan and its expected outcomes. These efforts will focus primarily on improving performance in areas identified as needing significant, rapid improvement for the school to reach its performance targets. Specific areas of focus be will improving academic options for Special Education students, broadening opportunities and academic options for English Language Learners, and increasing academic rigor in all content area with a heightened focus on literacy and numeracy, and expanding college going expectations for all students.

As the school leadership team identifies areas needing additional attention, team leaders supported by team coaches will bring them to the attention of instructional and/or operational teams for their input on solutions. The leadership team and coaches will have responsibility for supporting innovative team provided solutions with high potential.

**Actions to address instruction and support for Special Education Students:
Year One Improvement Goals**

- Administrative and teaching staff will make *intentional* connections between students' IEP goals, testing accommodations and everyday instructional practices (i.e., Devise a Master Schedule that strategically schedules *Membership Teachers*, Revise procedures of *In-House CSE Team*, etc.).
- Administrative and teaching staff will commit to participating in professional development for the 2010 – 2011 school year (e.g., IEP writing, co-teaching, role of general education, and using integrated technology for instruction, implementation of *teaching rubrics*).

- Formalize the procedures and protocols of the In-House CSE Team (e.g., Team membership, create a year-long compliance calendar, improve teachers' expertise on developing IEP's).

Professional Development Topics (A Recommended Listing)

Using the District's Student Information System to access IEP information on individual students

Developing more powerful IEP's (e.g., writing meaningful PLAFP, using student work to support/refute claims about students' abilities/achievements, how to implement testing accommodation in everyday practice,

Develop co-teaching rituals and routines for teachers. There needs to be a school-wide consensus as to what co-teaching *looks like* and an understanding of what the *ebb and flow* relationship *feels like* for the teachers involved.

Using integrated technologies for classroom instruction.

The role and responsibility of general education teachers in the overall process of educating students with special needs.

Operational standards establishing expectations for student academic supports:

- Identifying areas of need
 - ☐ Implement screening and progress monitoring vertically and horizontally (across grades and within grades).
 - ☐ Use screening and progress monitoring data to identify students in need of assistance and to make instructional decisions (e.g., identify skill deficits, differentiate instruction, establish intervention/tutoring groups, etc.). Monitor student progress to ensure that interventions provided to students are effective.
- Identifying areas for instructional intervention
 - ☐ Require high-quality, research-based instruction in academic and functional skills areas. These skills areas may include: (a) reading (Rivera, Moughamian, Lesaux, & Francis, 2008; Scammacca, Vaughn, Roberts, Wanzek, & Torgesen, 2007); (b) writing (Center on Instruction, 2007); (c) mathematics (Gersten, Chard, Jayanthi, Baker, Morphy, & Flojo, 2008; Jayanthi, Gersten, & Baker, 2008); (d) social/emotional skills (Denning, 2007; Maag, 2006); (e) vocational skills (Chadsey, 2007); and (f) functional life skills (Davis & Rehfeldt 2007).
 - ☐ Provide time and professional development to promote collaboration between general and special education teachers (Hollingsworth, 2001), apply universal design for learning principles and practices (Hitchcock et al. 2002; Sindelar et al., 2006), and create a climate of inclusion and multicultural responsiveness (Montgomery, 2001; Turnbull et al. 2004).
- Delivery of targeted interventions

- ☐ Provide instruction of academic language that is direct, explicit, and systematic.
- ☐ Curricula must include guided instruction in vocabulary (including the multiple meanings of many English words), sentence structure, and syntax as well as the organization of expository paragraphs, the function of transition words and phrases, and the range of words that appear more often in text than in oral conversation (Gersten et. al., 2007; Rivera et. al., 2008; Torgesen et. al., 2007).

Integrating technology:

Every discussion looking toward instructional expectations for the coming years includes questions about access and potential for technology. These questions grow in importance as we seek ways to integrate Pershing's technology based Small Learning Communities theme across instruction. In line with planned technology upgrades already installed and planned by the district, Pershing expects to integrate technology use in all courses as the link between the classroom and the rest of the world, expanding student horizons. Technology use will be integrated into all team activities including the use of collaboration software, team web sites and appropriate Web 2.0 tools.

The 9th grade academy will make substantial use of Renaissance Accelerated Math and Accelerated Reader as part of the double period scheduled for all ninth grade students to monitor gaps in student skills and understanding and provide individualized instructional support.

Research based practice standards for extending teacher's technology use: (centerii.org)

- ☐ Ensure that teachers are comfortable using technology for their own productivity and professional learning.
- ☐ Work with professional development and instructional media leaders to integrate technology into instructional initiatives.
- ☐ Create opportunities for teachers to work together to practice with new technologies before using them instructionally.
- ☐ Consider low- or mid-tech devices that can meet the needs of students with lower purchase and maintenance costs.
- ☐ Take advantage of trial periods or demonstration copies of software to ensure that technologies meet the needs of students.

3.1.2. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

The school will establish a data center to support the collection, analysis and utilization of data by all school staff. Plans call for a data center that serves as the nerve center of the school, uncovering trends and improving accessibility and utilization of performance data. Critical data points and progress toward targets will be on display using bulletin boards and other data displays, and incorporated into building communications.

Each teacher will have access to the district student information system from their classroom with professional development on data access, collection and analysis embedded in team development support.

The school will be utilizing an on-line grade book system operated by the district to provide parents/guardians with up to date information on their student's performance. Training for parents/guardians in use of the online reports will be offered throughout the year and they will have access to computers at the school, allowing monitoring from home or school, and use in parent/teacher conferences. Updates on school performance will be maintained through public displays in the hallways, and included in home and community newsletters. Blackboard Connect will be utilized to maintain contact with parents about individual student performance gaps and accomplishments.

3.1.3. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

Instructional teams will receive additional professional development in the use of benchmark and short cycle assessments to monitor the development of student skills and understanding, identify knowledge and skill gaps, and check the impact of individual and group interventions. Teams will receive additional training in utilizing an Action Research approach to validating the impact of interventions. All teachers will have access to the Learning Village question bank for use in creating short cycle assessments. Math and literacy teachers will also utilize on-line instructional materials such as Renaissance Reading and Math, and Kaplan's with embedded assessments.

Grade level assessments chart

	ELA	Math	Science	Social Studies	Other
9 th grade	Quarterly Benchmark Assessments	Quarterly Benchmark Assessments	To be identified	MEAP To be identified	ELPA as needed
10 th grade	Quarterly Benchmark Assessments	Quarterly Benchmark Assessments	To be identified	To be identified	ELPA as needed
11 th grade	ACT Reading ACT Writing Quarterly Benchmark Assessments	ACT Quarterly Benchmark Assessments	ACT To be identified	MME To be identified	ELPA as needed

12 th grade	Quarterly Benchmark Assessments	Quarterly Benchmark Assessments	To be identified	To be identified	ELPA as needed
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Research based practice standards for using data to monitor student performance: (centerii.org)

- ☐ Identify which students are at risk for difficulties with certain subjects, such as mathematics or reading, and provide more intense instruction to students identified as at risk (Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman, 2009; Gersten, Beckmann, Clarke, Foegen, Marsh, Star, & Witzel, 2009; Gersten, Compton, Connor, Dimino, Santoro, Linan-Thompson, & Tilly, 2008).
- ☐ Employ efficient, easy-to-use progress monitoring measures to track the progress of students receiving intervention services towards critical academic outcomes (National Center on Response to Intervention, n.d.; Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman, 2009; Gersten, Beckmann, Clarke, Foegen, Marsh, Star, & Witzel, 2009; Gersten, Compton, Connor, Dimino, Santoro, Linan-Thompson, & Tilly, 2008).
- ☐ Use formative assessments to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding (The National Center for Fair and Open Testing, 2007).

Research based practice standards for aligning data with instructional strategies: (centerii.org)

- ☐ Continually assess students to obtain valid data and use this student data to inform instructional decisions and determine appropriate grouping patterns (Tomlinson & Allan, 2000; Tomlinson, 2001; Moon, 2005).
- ☐ Use grouping strategies to meet the individual needs of students within the broader group context and design instructional tasks for each group to align with educational goals (Hall, 2002).
- ☐ Use differentiated instructional strategies to include special education students in the general education curriculum (Boderick, Mehta-Parekh, & Reid, 2005) and to respond to the unique needs of diverse gifted learners (VanTassel-Baska & Stambaugh, 2005).

3.1.4. Discuss how the school has clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsdc.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

Instructional teams will be supported by content area and team coaches experienced in application of staff development standards. Coaches will play an integral role in building and maintaining school wide coherence in this effort, serving as advisors to team leaders and stepping in to facilitate meetings when needed to maintain alignment of team initiatives with the

team and school goals as well as utilizing best practices for embedded professional development. Their primary focus, once team protocols are established, will be on improving instructional practices by utilizing assessment data to understand when, where and why students are underperforming, and utilizing Action Research to build student engagement, and plan individual and group intervention strategies when students are not performing as expected. To align and focus their work, teams will devote time to unpacking the skills and knowledge behind the context, content and process standards in their instructional plans. “Unpacking the standards” will be embedded in the sequence of activities for examining instruction facilitated by the instructional coaches.

Each team will also have opportunities to request additional support to build their capacity for understanding instructional challenges and implementing solutions. Innovation in developing solutions will be supported and encouraged. The efforts of instructional coaches will be facilitated by MSSP to provide cross-fertilization of ideas and initiatives. A school wide professional development plan will be completed by October 1, 2010 with input from teams on PD needs to support implementation of team initiatives. One anticipated outcome of these efforts is the continuous growth of a staff development plan that exists as a living document with embedded evaluation and refinement.

3.2. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

The district is establishing an office of high priority schools to support school turnaround efforts. The District will establish the Office of Priority Schools, which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

3.3. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

MSSP, the school’s partner provider, will provide school development assistance focused on building the school’s capacity to reach its performance goals. MSSP utilizes a team based approach, supported by team coaches, utilizing best practices drawn from educational research, with the following key stages in team development:

Building Instructional Team Capacity

1. Professional development and team coach support on protocols and procedures for working as a team
2. Professional development, team coach and school based data center support on collecting and monitoring data using various assessments, the student information system, and early warning indicators
3. Professional development and team coach support on collaboratively improving instruction and Action Research
4. Professional development and team coach support on intervention – What do we do when the data says something isn't right – applied Action Research and use of Response to Intervention strategies
5. Professional development opportunities to expand the team's knowledge base including team determined professional development
6. Professional development and team coach support on sustaining the foundations of new instructional practices

Building Leadership Team Capacity

1. Refine and clarify our understanding and beliefs
 - a. About the mission of public schooling
 - b. About what needs to change and how in this school
 - c. About motivating and supporting student learning
 - d. About the role of our own courage and passion in this process
2. Practicing change leadership - building coherence
 - a. Impacting organizational culture
 - b. Impacting daily instructional practice
 - c. Impacting the performance of individual students
 - d. Engaging the public in the mission
3. Daily practices
 - a. Know the data before its data (prediction)
 - i. Walk through every nook, observe every practice (with an analyst's eye not a critic's)
 - ii. Own the data – these are your results too
 - b. Are you a leader or a boss?
 - i. People who are happy in their work, do better work
 - ii. What are you doing to improve working conditions?

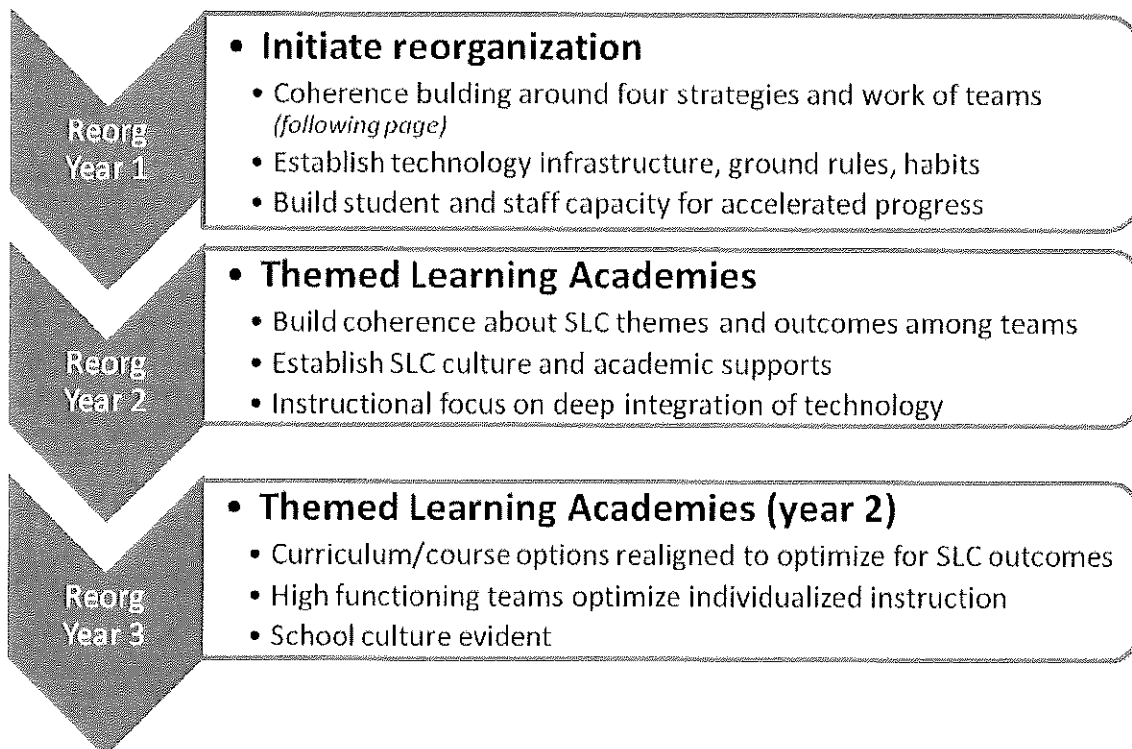
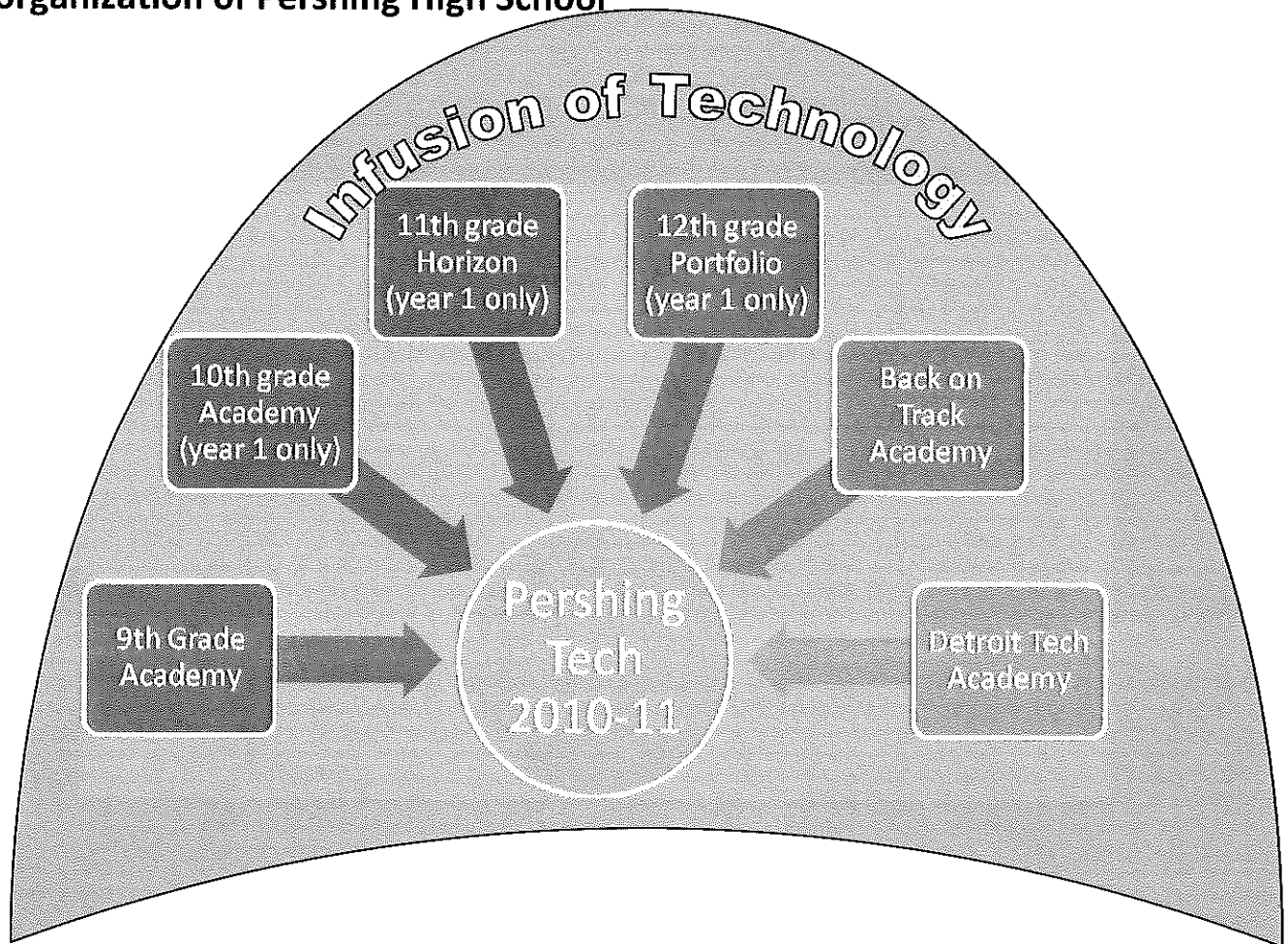
MSSP facilitation will be provided by the organization's co-directors, Linda MacDonald and Ron MacDonald. They will be responsible for overseeing capacity building, facilitating leadership team development, organizational development, project coordination, supporting use of technology for instruction and performance monitoring, and assisting in organizational and

instructional team development. An experienced team coach with multiple years of experience in instructional leadership at the school and district levels will have the lead role in assisting instructional teams in developing working protocols and building their capacity to address instructional needs. Additional content area coaches will be provided through grant funding as needed to support instructional and content area teams. A district provided literacy coach will also be part of the support team. A district provided project coordinator will be responsible for overseeing the project and monitoring progress.

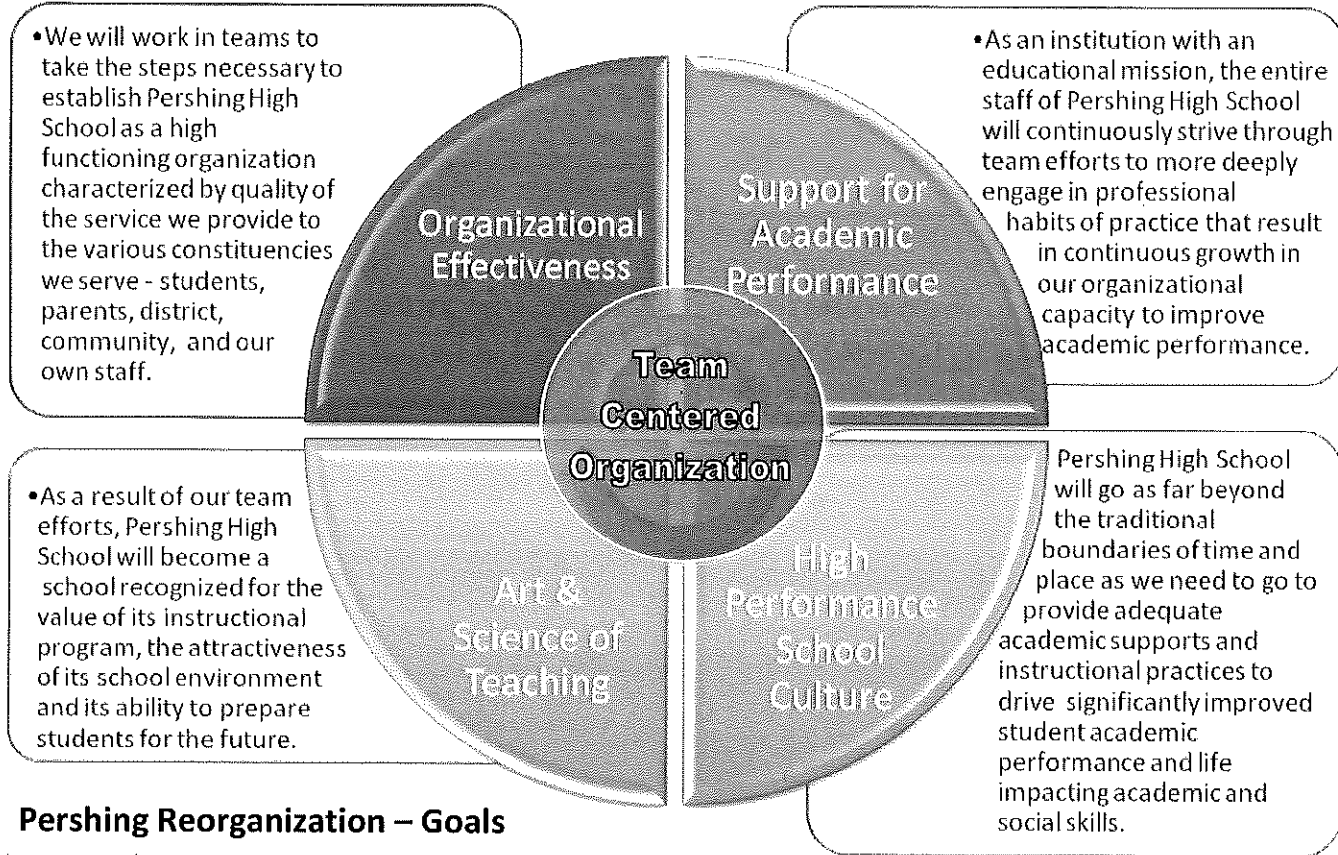
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The following section contains the draft plan presented to school faculty in June 2010 by the School Design team composed of the principal and instructional staff, with input from the schools grade level teams and data team, with technical assistance from MSSP.

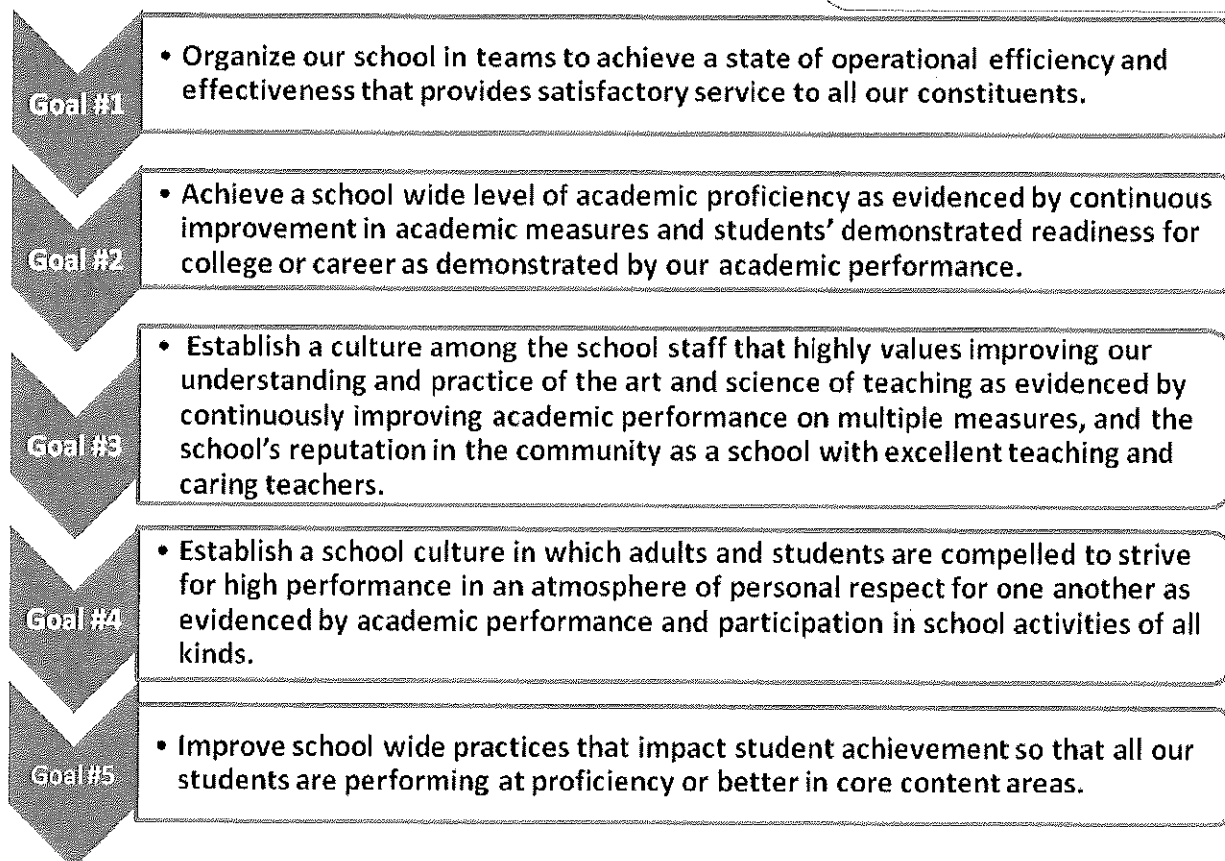
Reorganization of Pershing High School



Pershing Reorganization Strategies – Four Focus Areas



Pershing Reorganization – Goals



Pershing Reorganization Outcomes - Year 1

Year 1 Pershing Organizational Effectiveness Outcomes:

- New identity established and communicated with community wide buy-in
- New initiatives drive re-organization of school into work teams at all levels
- Teams build coherence about effort and build capacity to work as team
- Technology infrastructure and skill building in core tools initiates program focus on technology
- Detail year 2 & 3 plans for further program development

Year 1 Support for Academic Performance Outcomes

- Focus on closing academic gaps in literacy and numeracy with extended time for those showing need brings across the board improvement in academic performance
- Data everywhere, all the time – facilitated discussions of what data says about us, our kids, our teaching, what we ought to do about it
- Instructional teams have coaches to help focus instructional strategies on addressing needs of individual students based on data

Year 1 Enhancing the Art & Science of Teaching Outcomes

- Focus on recognizing rigor and engagement and planning for it among instructional teams analysis of student work products relative to expected instructional outcomes (coach assisted) (interleaved with instructional strategies above)
- Exploring applications of technology in instructional improvement
- Establish pilots of future instructional options
 - Blended learning
 - Expanded AP offerings
 - Technology projects
 - Student tech team

Year 1 High Performance Culture Outcomes

- Adults and students throughout the school engage in conversations about expectations and outcomes from heightened expectations resulting in improved relationships and performance.
- Roles and expectations for adults throughout the school clarified and supported
- Ninth grade transition brings coherence to start of school year and heightened expectations for incoming students
- Link between technology access and expectations firmly established
- Heightened expectations evident in behavior, performance, attitudes and attendance throughout the school in all roles

Pershing Year 1 – Summer Action Opportunities

- Two teachers per classroom - DPS Summer School 2010
 - Professional development for grade level teams
 - Instructional strategies coaching for core content area teams
 - Initiate planning for double dose options
- School leadership
 - Renew school re-design effort over summer to prepare for opening of school.
 - Establish school wide team structure and support
 - Plan for additional development opportunities
 - Staffing re-assignments
 - Establish draft expectations for teams
- Ninth grade transition
 - Build grade level culture and expectations for incoming students
 - Head start on building comprehension skills
 - Head start on student data analysis
- Technology infusion
 - Establish implementation plans
 - Establish draft policy on technology use and support
 - Initiate and plan for development of technology skills
 - Initiate applications of technology for instruction
 - Establish initial pilot projects
- August retreat
 - Build staff coherence on plans and expectations
 - Engage staff in planning for solutions and Action Research based efforts
 - Deep dive into academic performance data

PERSHING HIGH SCHOOL RE-DESIGN
ROUGH DRAFT FOR FEEDBACK—APRIL 15, 2010

Vision: *DRAFT*

Pershing High School is a school of Academic and Athletic Excellence where each student's learning is personalized and technology serves to connect each student to broader learning opportunities. Pershing High School believes that every student is capable and will provide each student with a nurturing and challenging learning environment from which every student graduates ready for college and other advanced avenues of learning, and for the responsibilities of citizenship. To achieve this, each students, staff and community members is a valued collaborator incorporating International Standards and 21st Century skills into the daily learning environment.

Mission: *DRAFT*

Pershing High School will achieve its Vision by developing a unique learning environment using as its foundation nurturing, rewarding and caring personalized relationships between the students and staff and making full use of the following beliefs about learning:

- In-depth learning occurs when students make cognitive connections between prior knowledge and new information,
- The use of quarterly assessments allows us to better understand what students have learned and where they need further assistance in developing understanding,
- Learning becomes relevant for students when they connect new knowledge with their own experience and understanding,
- Hard work and consistency have a valuable pay off,
- The relationships they form and build with their peers and the adults staff of the school make a difference,
- Technology is a bridge that can lead to significant opportunities for independent learning,
- Each student has a number of roles he or she must play to be functional and successful in a global environment:
 - They must be able to engage in communication and conflict resolution at multiple levels using multiple strategies,
 - They must feel and live their responsibility to their community
 - They must feel a connection with and take pride in being part of the Pershing High School community

Key Strategies:

We need VISIONARY LEADERSHIP:

- Good communication skills
- A thorough understanding of our student population
- The ability to initiate and maintain relationships with parents and community
- Shares and builds compassion about our tasks with staff and students
- Consistency
- Maintains an up to date understanding of education and instructional delivery, is open to new learning and instructional approaches, and encourages PD of staff:
 - Provides a valuable role model for all staff
 - Models and supports collaboration
- Plans for, creates and maintains an environment that is fair but firm
- Leads with style but also adjusts to change;
- Provides a daily presence that is visible, interactive, accessible to students and staff
- Is a risk taker and problem solver
- Consistently models a high level of professionalism and a spirit of excellence
- Supports and encourages innovative practices in use of technology and instruction practice that result in improved school performance
- Wears the role of leadership well, feels secure in that role and is not intimidated by others who have a higher title or dismissive of those with a lower title
- Has a strong and broad knowledge base in multiple areas
- Includes all staff equally
- Is strongly loyal to the tasks and outcomes of public education
- Serves as a model of what he/she is expecting from staff and students
- Demonstrates openness to constructive criticism and critique

We need ORGANIZATIONAL LEADERSHIP:

- Which sets the tone for the building at the beginning of the school year
- That sets clear expectations for what you expect of students and staff at the beginning of the year and the first 6 weeks of school
- That collaboratively engages staff and students on administrative decision making teams.

The Core Beliefs that Drive our Vision:

About the Art and Science of Teaching:

- The information that is being taught is relevant to the lives of the students
- We believe all students can be successful and do well
- Each teacher needs to be innovative and creative in using projects or activities to supplement the material and instruction
- The skills taught in each class should be transferable to other content areas through the use of higher level thinking skills
- Teaching should include all the senses and be brain-based
- Technology needs to be integrated into learning- the “Net” generation
- Utilize technology to bring experiences to students that they might never have
- Build background knowledge and academic vocabulary
- Take each student where they are and accelerate their learning
- Both learning and teaching should be collaborative to share best practices
- Cross-curriculum teaching/learning—helps with relevance
- See the world through actual real life field trips
- Teachers should always be involved in current, relevant and significant PD

About The School and Community:

- Pershing High School becomes not just the hub of the community but is also an organizing element and magnet for building community
- Incorporates mentors and tutors from the Alumni group, local churches and the community into the daily life at Pershing High School
- Bridges the gap with those in the neighborhood that are responsible for the health and safety of all students by building positive relationships with them
- Builds true partnerships between students and community groups. where students provide services and vice versa
- Has after school centers for students and parents—mentoring/tutoring, activities; adult education
- Has an active LSCO
- By re-establishing a clinic with a medical institution

About Student Learning:

- It is innately understood that all children can learn and that it is the teachers’ responsibility to find the proper method or technique for their learning
- Teach parents how to support their child’s learning by providing programs/training within the school for them; one example being technology courses that they can take with their child
- Incorporate additional student activities before, during and after school that offer students additional opportunities to engage with teachers and other adults, as well as educational software systems, clubs, organizations, games.
- Provide High Expectations for every student; find out where student is and build on that

Least restrictive environment is a given for every student

- Teachers have:
 - Necessary instructional resources for student learning;
 - Accommodations in the classroom;
 - PD for teachers to keep them updated on new instructional skills and technology.
- Seamless use of technology in all learning experiences.

About Pershing as an Educational Organization: *(This section still to be completed)*

About School Culture: *(This section still to be completed)*

- Discipline:

First Draft Thoughts on School Re-organization:

9th Grade Academy:

- Organized using houses for core subjects
- Utilizes a summer 9th grade transition program
 - Test upon entering for core literacy and numeracy skills---may be able to use 4th quarter 8th grade benchmark
 - Diverse set of activities that include community involvement, field trips, projects
 - Older students mentoring incoming 9th graders
 - With ancillary support for 9th graders; social workers and psychologist; secretary ;Mrs. Harris is 9th grade counselor—partners for services to students
 - Summer school program
 - Consistent rules and procedures
 - That includes an emphasis on study skills and organizational skills; social skills
 - Grade level and content area articulation meetings

Recruiting from feeder schools

- **Test upon entering for numeracy and literacy skills**
- **recruiting with feeder schools**
- **Transition Academy**

Small Learning Communities:

Organized into 10-12 School of Champion Academies: funding source to pay teachers to get additional certifications---24 semester hours—1 ½ years

- Communication Technology
 - Journalism
 - Marketing
 - Global Marketplace
 - Management
 - Sports Management
- Art and Technology
 - Graphic Design/visual arts
 - Architecture/civil engineering
 - Dramatic arts
 - Dance
- Science and Technology
 - Sports therapy
 - Environmental for a healthy life
 - The physics of movement

- The Supportive Hub to Keep Our Technology Rich Environment Running
 - Software experts
 - Teacher support experts
 - Infrastructure experts
 - Server experts
 - Web design and programming experts

Alumni are offering to:

- Adopt grade level, class, core group of students, or a one on one system of support to ensure that every student has contact with a mentor, community leader, church group or Alumni member on a daily basis.
- Support field trips by supplying monetary help, serve as liaison for contacts willing to donate, make purchases, provide transportation.
- Develop shadow program/internships with professional alumni, community leaders, and neighborhood churches. These group(s) or individual students will learn the necessities of acquiring employment in diverse careers through job shadow/internships.
- Offer tutoring during lunch periods, prior to start of school day and/or after school.
- Help students develop pride in the school. Develop a connection between students and the school's legacy.
- Plan monthly career assessment evaluations or interviews with a mentor & mentee to ensure each student is staying on track with career goals. Offer insight into careers available.

The Art & Science of Teaching:

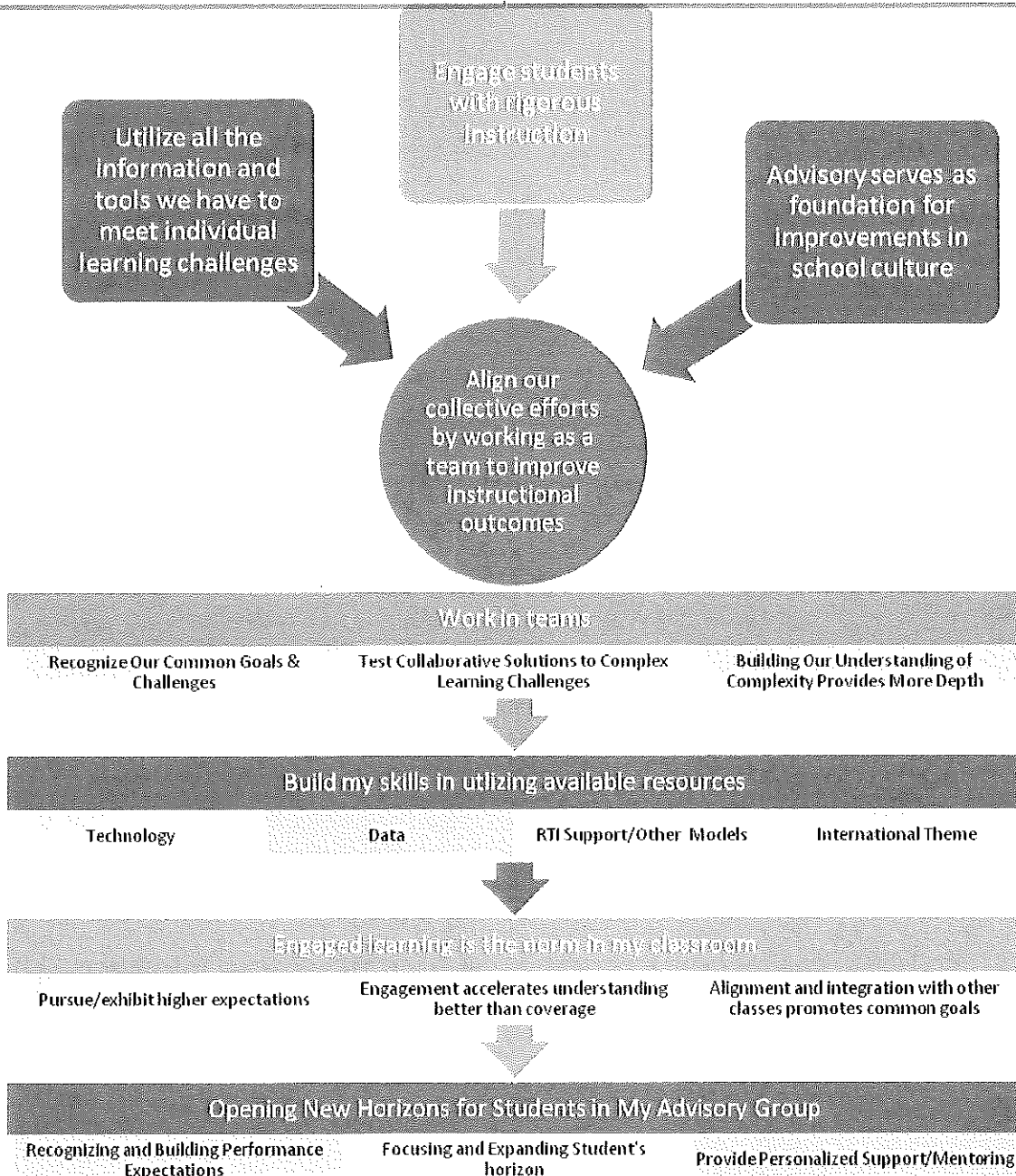
- As a result of our team efforts, this High School will become a school recognized for the value of its program of study, the attractiveness of its school environment and its ability to prepare students for the future.

Goal 2:

- Achieve a school wide level of academic proficiency as evidenced by continuous improvement in academic measures and students' demonstrated readiness for college or career as demonstrated by our academic performance.

Goal 5:

- Improve school wide practices that impact student achievement so that all our students are performing at proficiency or better in core content areas



High Performance School Culture:

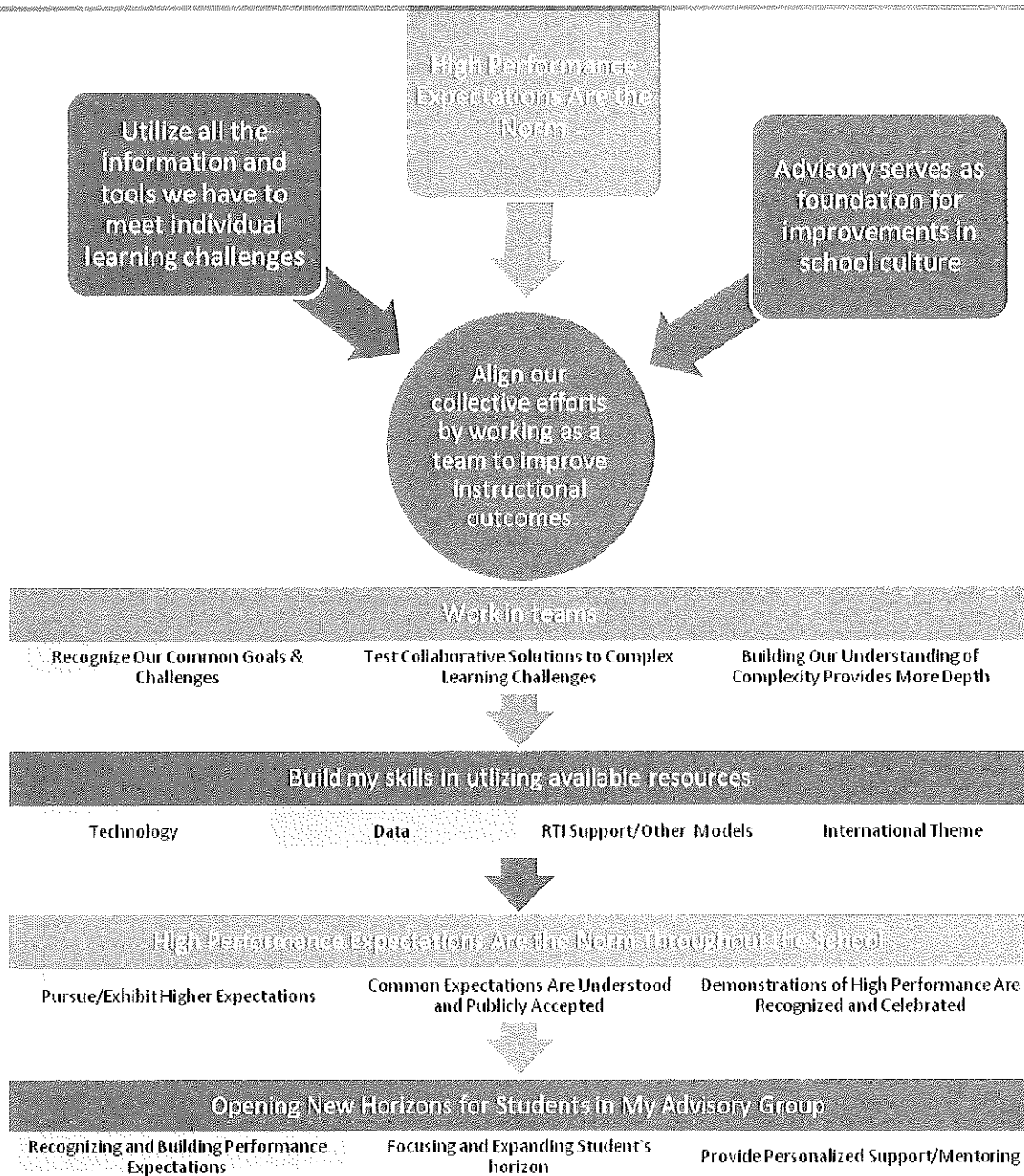
- This High School will go as far beyond the traditional boundaries of time and place as we need to go to provide adequate academic supports and instructional practices to drive significantly improved student academic performance and life impacting academic and social skills.

Goal 3:

- Establish a culture among the school staff that highly values improving our understanding and practice of the art and science of teaching as evidenced by continuously improving academic performance on multiple measures, and the school's reputation in the community as a school with excellent teaching and caring teachers.

Goal 4:

- Establish a school culture in which adults and students are compelled to strive for high performance in an atmosphere of personal respect for one another as evidenced by academic performance and participation in school activities of all kinds.



Support for Academic Performance:

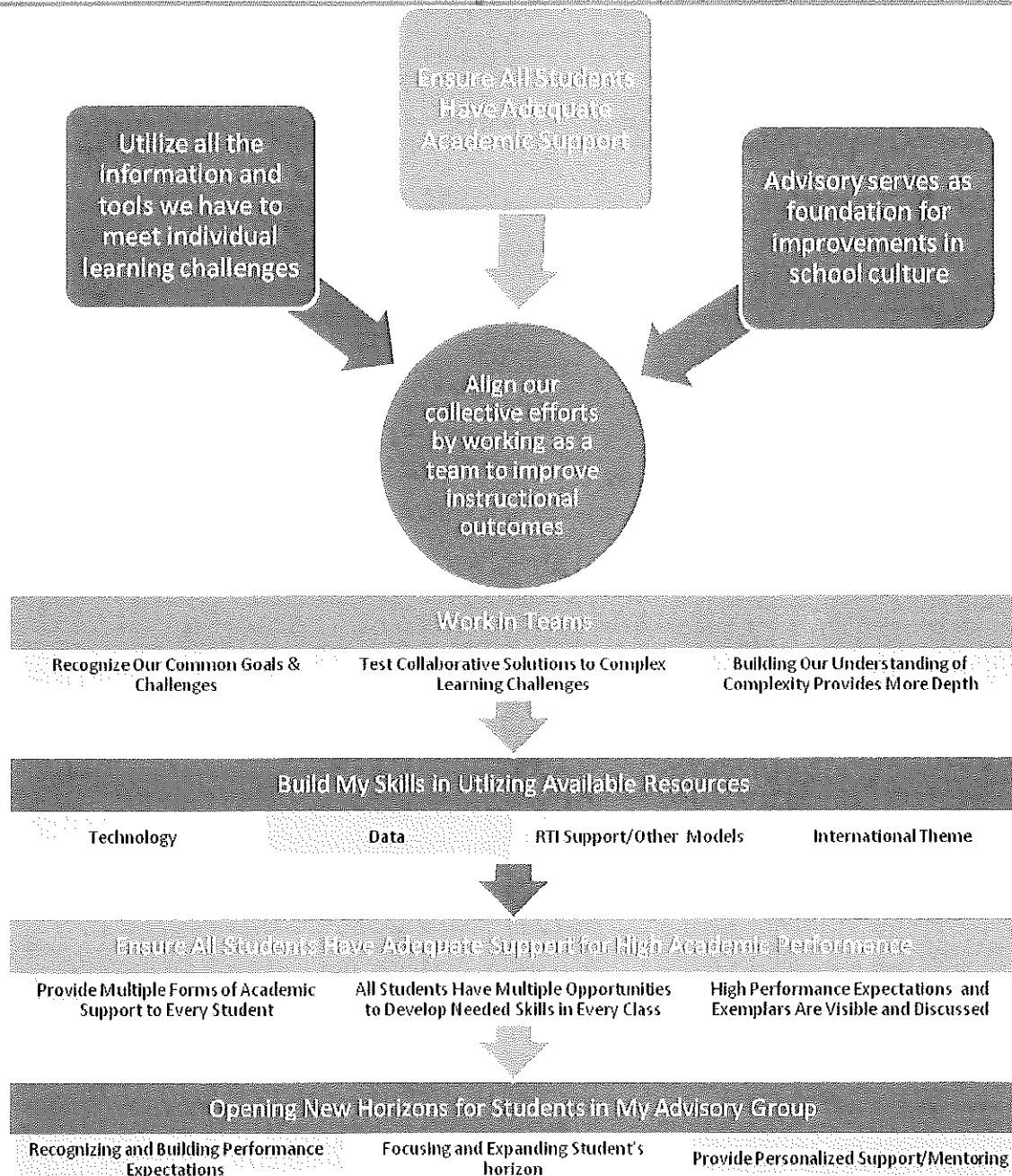
- As an institution with an educational mission, the entire staff of this High School will continuously strive through team efforts to more deeply engage in professional habits of practice that result in continuous growth in our organizational capacity to improve academic performance.

Goal 2:

- Achieve a school wide level of academic proficiency as evidenced by continuous improvement in academic measures and students' demonstrated readiness for college or career as demonstrated by our academic performance.

Goal 4:

- Establish a school culture in which adults and students are compelled to strive for high performance in an atmosphere of personal respect for one another as evidenced by academic performance and participation in school activities of all kinds.



Organizational Effectiveness:

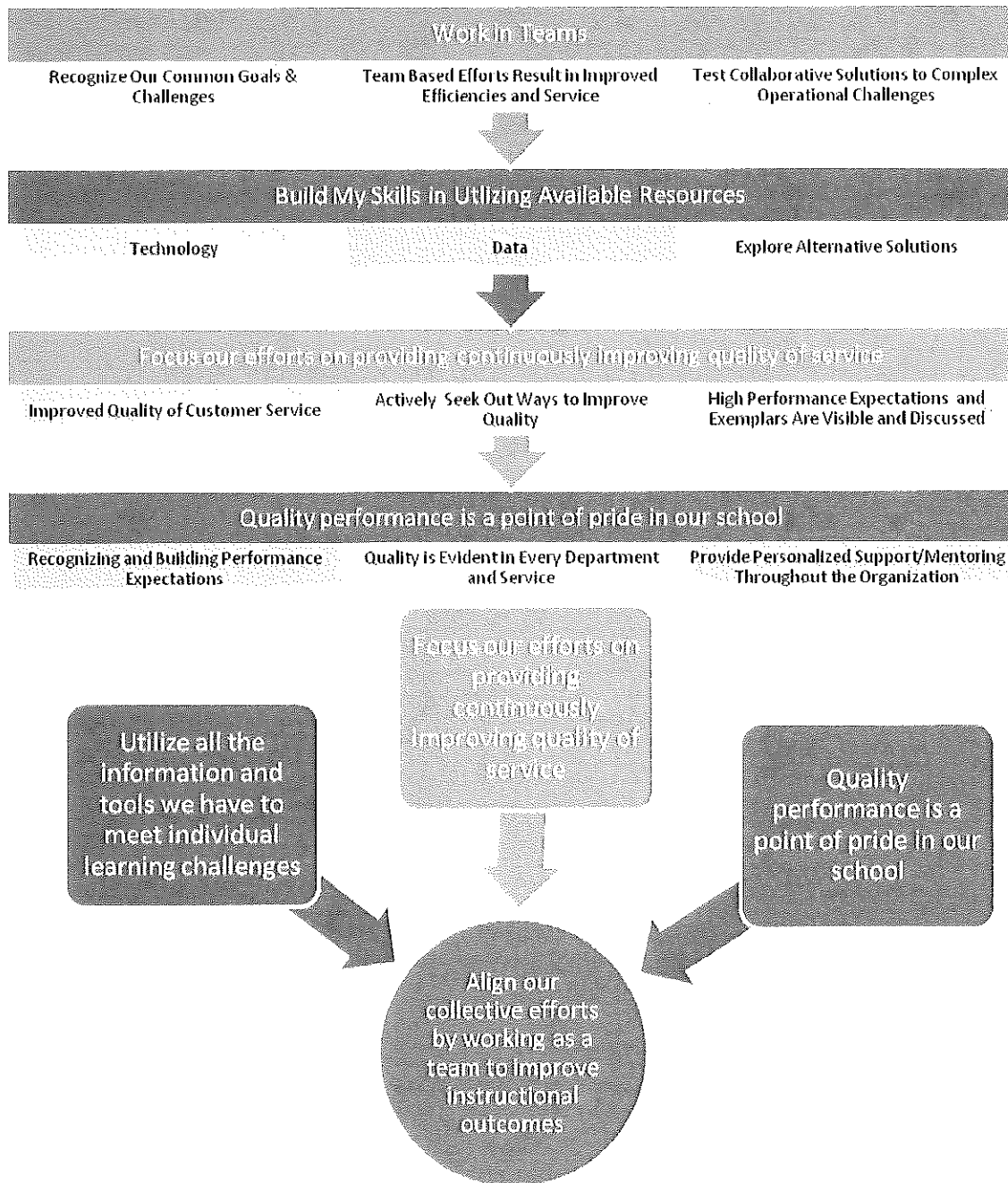
We will work in teams to take the steps necessary to establish this High School as a high functioning organization characterized by quality of the service we provide to the various constituencies we serve - students, parents, district, community, and our own staff.

Goal 1:

- Organize our school in teams to achieve a state of operational efficiency and effectiveness that provides satisfactory service to all our constituents.

Goal 3:

- Establish a culture among the school staff that highly values improving our understanding and practice of the art and science of teaching as evidenced by continuously improving academic performance on multiple measures, and the school's reputation in the community as a school with excellent teaching and caring staff.



The work of teams:

Teams will have the primary role in development of the school.

Faculty will be assigned to horizontal (grade level) teams based on their primary teaching assignment and vertical (content area) teams with primary responsibility for improving student performance.

Instructional and operational support personnel will be assigned to teams based on job function and/or impact area with a primary role in improving quality of service in all aspects of school operations.

A school leadership team will have the role of monitoring and supporting team efforts and making decisions about school goals and additional planning.

